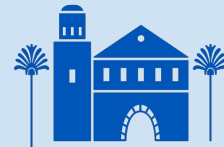


Santa Barbara Unified School District

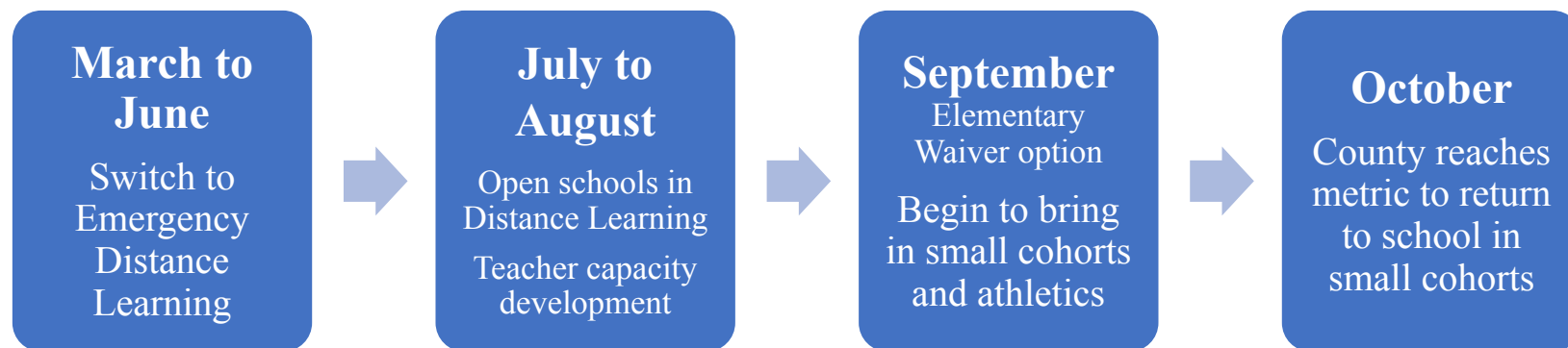
Board Report #9

October 27, 2020



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Our Journey During the Pandemic



- Exacerbated inequities for students in poverty, Emergent Multilingual Learners, Special Education, marginalized students, homeless, foster youth
- Device and internet connectivity are essential and inequitable
- Food and housing insecurity continues to be a challenge



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Phases of Implementation

Phase 1

Redesign schools for distance and hybrid learning

Implement health and safety protocols

Design learning spaces

Ensure devices and connectivity for every student

Implement child care program for community and employees

Determine feasibility of elementary in-person waiver

Gather input from community (polls, surveys)

Phase 3

Hold student orientations on hybrid learning, and health and safety protocols

In-person school reopens (January 19)

Distance learning continues for families who select that option

Opening of extra-curricular activities

Planning for 2021-2022 school year

Second round of staff testing

July 2020

January 2021

October 2020

Phase 2

Implement small cohorts and athletics

Enhance hybrid learning model to return to in-person school

School site outreach on new hybrid learning model

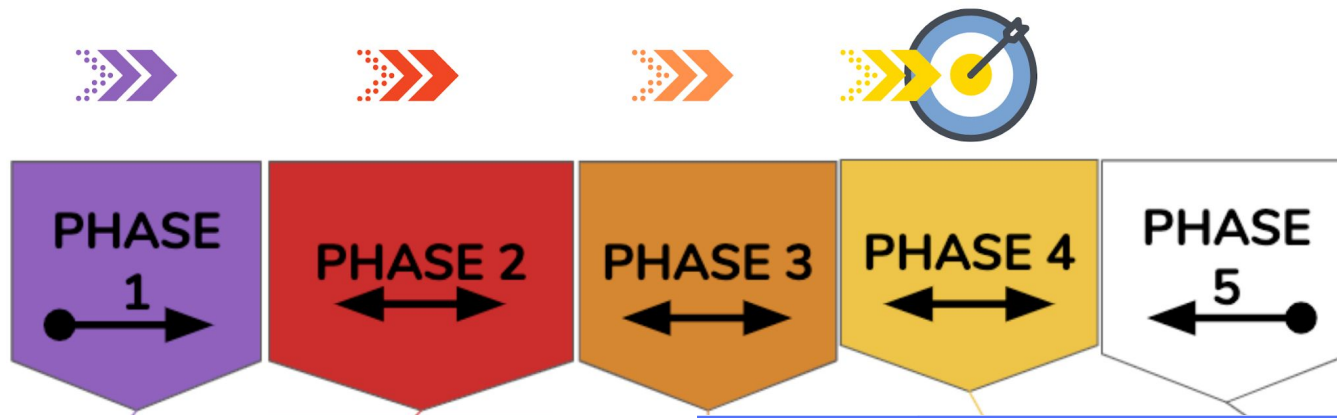
Implement staff testing

Update health and safety protocols for in-person learning

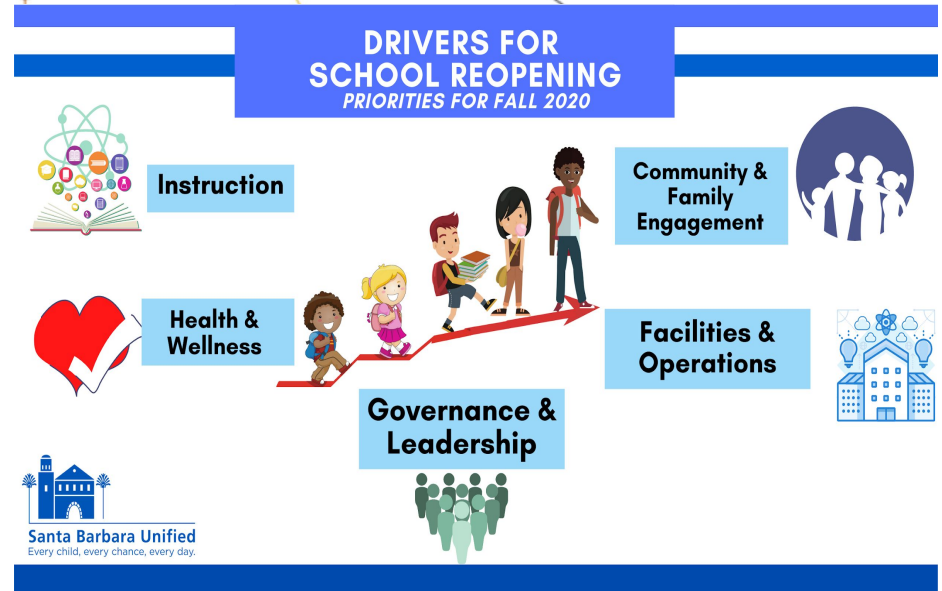
Reassess staffing needs and initiate additional hiring

Families select hybrid or distance learning models for students (November 2 - 6)

Gather input from community (polls, surveys, task forces)



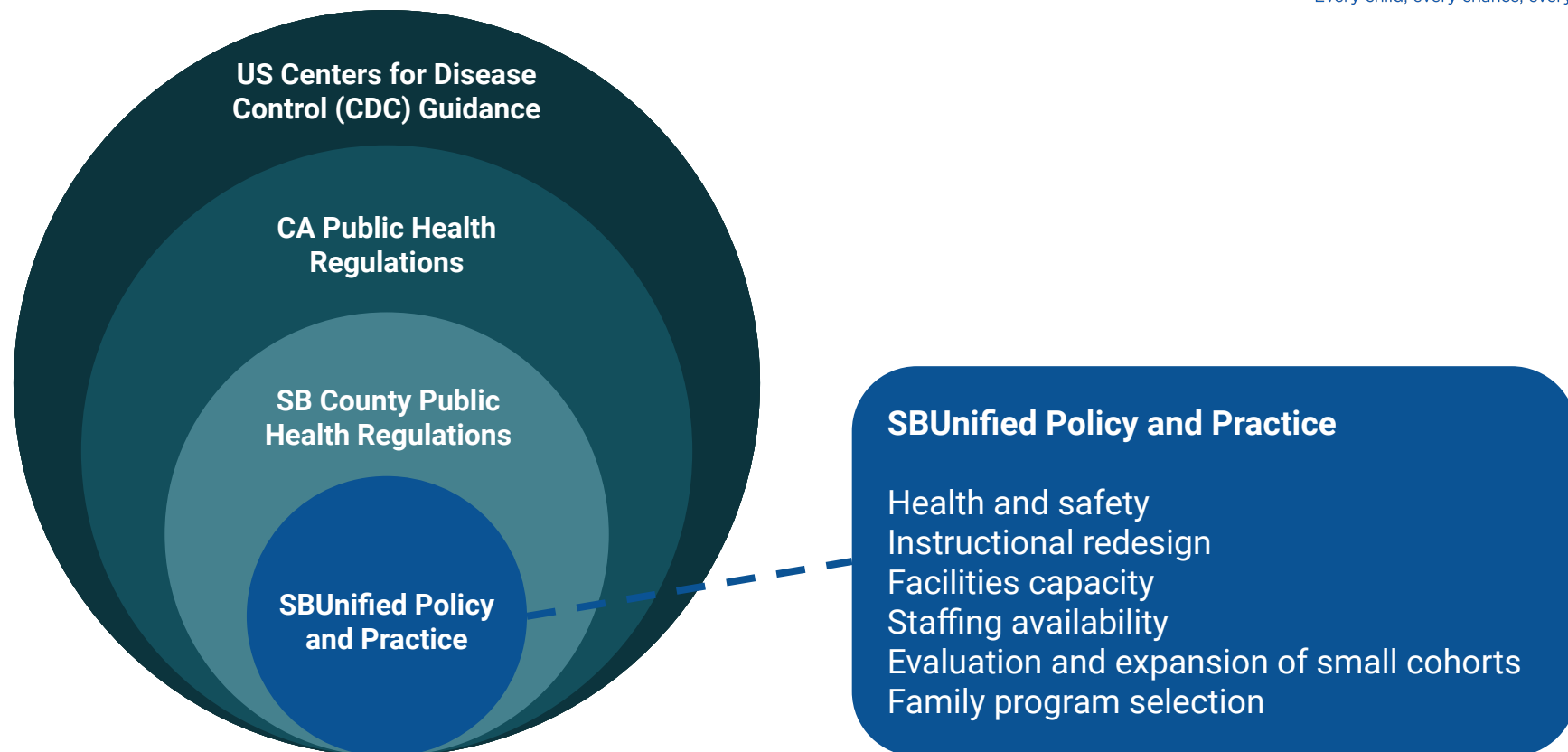
- Health and Safety Preparedness
- Facilities capacity
- Staffing availability
- Family choice for in-person or distance learning



Guiding Influences: SBUnified Policy & Practice



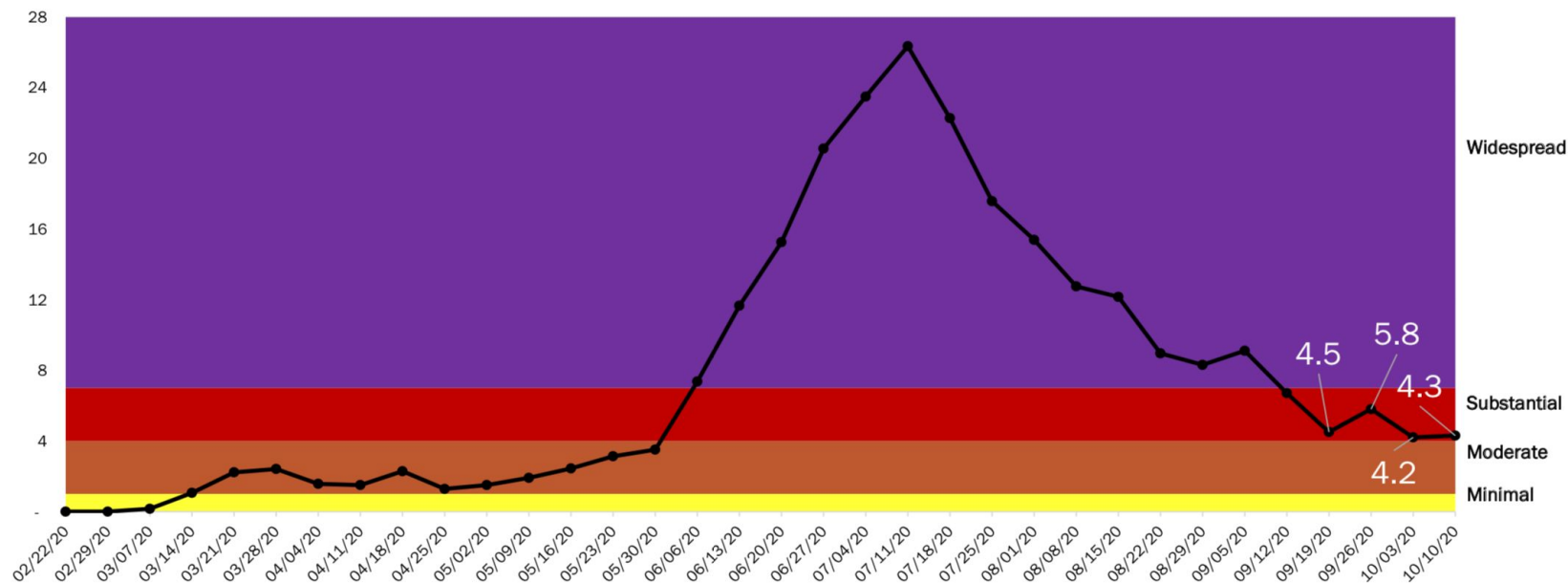
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SBC Case Rate

Santa Barbara County 7-day Average Adjusted* Case Rate per 100,000 Community Residents

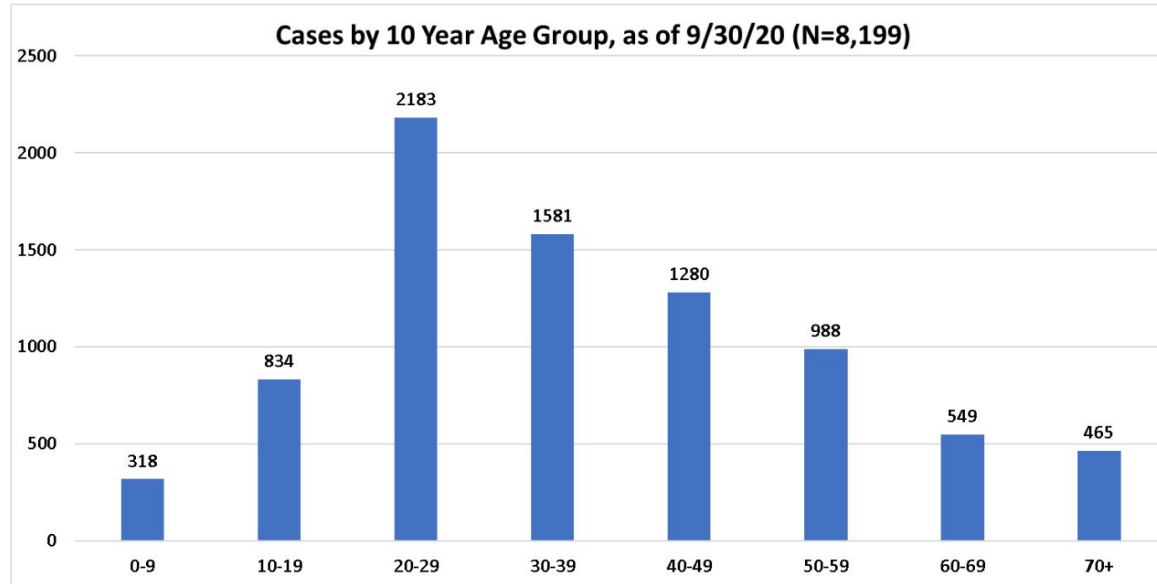


* Case rates as of 8/29 to current have been adjusted based on State metrics

update on 10/19/20



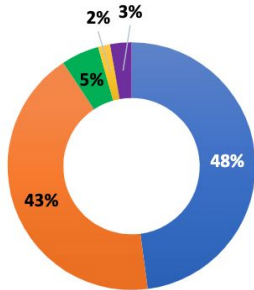
COVID-19 Cases by 10 Year Age Group



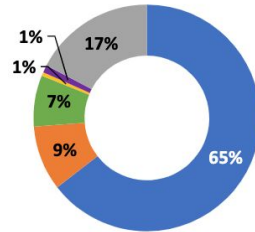


Comparison of COVID-19 Cases, Hospitalizations, Deaths to SBC Population by Race/Ethnicity

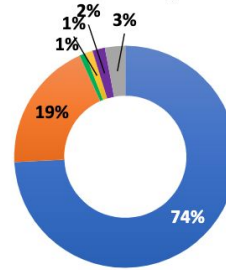
Santa Barbara County Population by Race/Ethnicity (N=460,444)



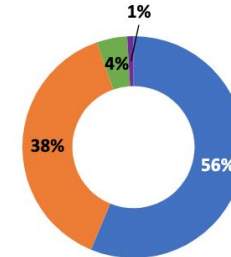
COVID-19 Cases by Race/Ethnicity, as of 9/30/20 (N=8,199)



COVID-19 Hospitalizations by Race/Ethnicity as of 8/31/20 (N=714)



COVID-19 Deaths by Race/Ethnicity as of 9/30/20 (N=112)



■ Hispanic/Latino ■ White
■ Asian ■ Black/African American
■ Other, Non-Hispanic ■ Missing



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Re-Entry Timeline

**District and Schools
provide information
about hybrid schedules**

Oct 19 - Oct. 30

**Parents receive letter
verifying program
selection and
modifications accepted**

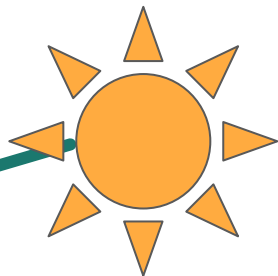
November 12-13

**District and Schools
provide student
schedules**

Dec 14-18

**Fall Break
11/23-11/27**

**Winter Break
12/21-1/1**



November 2-6

Nov. 16-Dec. 11

January 4-15

**Parents select a
program**

**District & Schools
build groups and
schedules**

**Parent and
Student Hybrid
Orientations**



January 19 ● School Re-entry Hybrid





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Frequently Asked Questions

Our staff has created an FAQ to help answer the questions and feedback we have received from staff, parents and community members. We expect that as conditions may change we will be updating this document over time.

Guiding Principles for Health and Safety

- Students and staff will put safety first
- Students and staff will follow social distancing guidelines of 6 feet apart
- Students and staff will wear a mask at all times except to eat or drink
- Students and staff will plan for frequent hand washing/sanitizing
- Students and staff will use Personal Protective Equipment (PPE) properly

Guiding Principles for Instruction:

- Provide daily check ins between teacher and students
- Maintain strong positive connections between students and their teachers and peers
- Provide a combination of in-school instruction with fewer students and distance (online) learning
- Ensure access to standards-aligned, differentiated, and culturally- and linguistically-sustaining curriculum
- Provide rigorous teaching and learning that develops critical thinking, collaboration, communication, and problem-solving skills

To achieve appropriate distancing in accordance with health and safety guidelines, and to preserve flexibility pending COVID transmission conditions, we need to start in-person instruction in a hybrid model.

Guiding Principles for Hybrid Instruction:

- ❑ Strong positive **connections** between students and their teachers and peers
- ❑ **Access** to standards-aligned, differentiated, and culturally- and linguistically-sustaining curriculum for all
- ❑ **Rigorous teaching and learning** that develops critical thinking, collaboration, communication, and problem-solving skills

TK-12 Hybrid Learning

In person/Hybrid (Group A and Group B)

- Students will experience daily interaction with teachers and peers.
- All students will engage in distance learning on Wednesdays (half day schedule)
- Students will experience learning and interact with their teachers and peers in person on campus 2 days/week.
- Students may have access to hands-on learning experiences possibly including sports, performing arts, and other activities.

100% Distance Learning (Group C)

- Students will experience daily interaction with their teachers and peers remotely.
- Students will have daily designated times to log on to each class
- Learning experiences will be remote. Students in Group C will be expected to complete some work independently
- Students in Group C may apply to participate in co/extra-curricular and/or enrichment activities in person.

Hybrid Learning Options Selection: Elementary



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In-Person Hybrid Group A or B			Distance Learning
Group A & B alternate days in person: Group A=Monday/Thursday B=Tuesday/Friday *A&B=Wednesday online	In Person Instructional Day 50% of Students In-Person Learning With Teacher	At-Home Instructional Day 50% of Students Online Learning With Teacher Check-in	Group C 100% Online Distance Learning With Teacher
What is the model program structure?	• Daily whole Class SEL/Check-In with teacher • 2 days of in-person instruction live with teacher • ½ day distance learning with teacher (Wednesday from 8a-11a) • Socially Distant • Masks and washing hands protocols • Staggered arrival and dismissal times • Follows closely regular school schedule	• Daily whole Class SEL/Check-In with teacher • 2 days of at-home synchronous & asynchronous • ½ day distance learning with teacher (Wednesday from 8a-11a) • Specialized teachers in Art, Music, PE, STEAM or Enrichment live online instruction part of the day • Asynchronous instruction from teacher (pre-teach or re-teach) • Follows Distance Learning schedule	• Distance learning with teacher (may or may not be their current teacher) • Daily live online instruction • May be in a single grade or combination class • Follows Distance Learning schedule



A Day-in-the-Life Kindergarten Example

Group A or B: Online At-Home Day

Start of Day & Check-In

- I log-into zoom and check-in with my teacher and classmates
- My teacher takes attendance and checks on my well-being and reminds me of my schedule for the day
- I love seeing my classmates!

Specialized Teacher Support

- I learn about Art, Music, PE, STEAM or Enrichment from our Specialists

Core Subject

- I get to review or preview the learning from my teacher for ELA, Math, ELD, Science, or Social Studies online or with written assignments

Learning Activities w/integrated Social Emotional Learning (SEL)

- I read, write, play phonics games, solve math problems, and have fun learning.
- I investigate scientific phenomena and participate in creative activities like music and art.

Breaks & Lunch

- I take a break so I stretch, get a snack or go outside
- I walk with my mom to my school to pick up my grab and go lunch. Delicious.

End of Day

- I make sure I completed all my at-home work for the day and write down any questions or any exciting new learnings I want to share with my teacher the next day

Support

- I get extra support from my teachers, Curriculum Specialists, or A-OK staff.

Elementary Hybrid A/B/C Model

**C group in distance learning Monday-Friday
with Teachers on Alternative Assignment*

Monday		Tuesday		Wednesday	Thursday		Friday	
A Group	B Group	A Group	B Group	A & B Group	A Group	B Group	A Group	B Group
In-Person Instruction from classroom *TK-6th Instruction begins *8:30-8:45am Whole class A&B check-in *TK/K *2:00pm dismissal 1st-3rd *2:20pm dismissal *2:40pm 4th-6th dismissal *staggered arrival and dismissal time	At-home online Instruction with Specials instruction *TK-6th Instruction begins *8:30-8:45am Whole class A&B check-in *TK/K 180 minutes *1-3 230 minutes *4-6 240 minutes (to follow DL schedule)	At-home online Instruction with Specials instruction *repeat At-home schedule	In-Person Instruction from classroom *repeat In-person schedule	Distance Learning with Teacher And Specialized Teachers in Art, Music, PE, STEAM *8:30-11:00am Whole Class Attendance, SEL/Check-In with Group A&B	In-Person Instruction from classroom *repeat In-person schedule	At-home online Instruction with Specials instruction *repeat At-home schedule	At-home online Instruction with Specials instruction *repeat At-home schedule	In-Person Instruction from classroom *repeat In-person schedule



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Hybrid Learning Options Selection: Secondary

In-Person Hybrid Group A or B			Distance Learning
Group A & B alternate days in person: Group A=Monday/Thursday B=Tuesday/Friday *A&B=Wednesday online	In Person Instructional Day 50% of Students In-Person Learning With Teacher	At-Home Instructional Day 50% of Students Online Learning With Teacher Check-in	Group C 100% Online Distance Learning With Teacher
What is the model program structure?	• 2 days of full in-person instruction live with teacher on campus • ½ day distance learning with teacher via Zoom (Wednesday) for all students. • Socially Distant • Masks and hand-washing protocols • Block schedule	• 2 days of at-home synchronous & asynchronous learning • ½ day distance learning with teacher via Zoom (Wednesday) for all students. • Synchronous instruction with peers, following along via Zoom at home.	• 5 days of at-home synchronous & asynchronous learning • Synchronous instruction with peers, following along via Zoom at home



A Day-in-the-Life Junior High Example

Group A/B: At-Home/Remote Day

In Preparation

- I prepare my materials and work space.
- I access my assignments and other teacher expectations for the week via NEO.

School Day

- Beginning at 8:30am, I log in to my PE class for a morning meditation and warm-up. After logging off from the whole-class session, I complete an online workout and log my heart rate at varying intervals in my fitness journal on NEO.
- I have a break between my morning classes and grab a snack.
- I log into my Math class and review test corrections from last week. I go into a breakout group with other at-home students to write and practice novel problems about the concepts we're reviewing. I finish Math class by watching a pre-recorded video and completing guided practice.

Lunch: I have a 45-minute lunch which is long enough for me to eat and take my dog for a walk.

- In my history class we are presenting on historical figures using slide decks we created from a template. We practice our presentations during the first half of class and present them during the second half.

After School

- I am able to participate in theater production on campus after school.

Create Schedules--Junior High School

Jan 19 - June 2	Junior High School Hybrid Schedule					
	Bell Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Inst. Minutes				All Zoom		
40 min In-Person	7:40-8:20	(Period 0 A B/C on Zoom)	(Period 0B A/C on Zoom)	7:50-8:20 (0) 8:30-9:20 (1/2) 9:30-10:20 (3/4) 10:30-11:20 (5/6) 11:30-12:00 (7)	(Period 0 A B/C on Zoom)	(Period 0B A/C on Zoom)
80 min In-Person	8:30-9:50	Period 1/2A B/C on Zoom	Period 1/2B A/C on Zoom		Period 1/2A B/C on Zoom	Period 1/2B A/C on Zoom
		Passing Period			Passing Period	
80 min In-Person	10:10-11:30	Period 3/4A B/C on Zoom	Period 3/4B A/C on Zoom		Period 3/4A B/C on Zoom	Period 3/4B A/C on Zoom
45 min Lunch	11:30-12:15	Lunch				
80 min In-Person	12:15-1:35	Period 5/6A B/C on Zoom	Period 5/6B A/C on Zoom	Learning Support/Co-Curricular Opportunities	Period 5/6A B/C on Zoom	Period 5/6B A/C on Zoom
		Passing Period			Passing Period	
40 min In-Person	1:45-2:25	(Period 7A B/C on Zoom)	(Period 7B A/C on Zoom)		(Period 7A B/C on Zoom)	(Period 7B A/C on Zoom)
	1:35-3:00	Learning support	Learning support	Staff Mtg/ PLC (2:10-3:00)	Learning support	Learning support
Total Daily Instructional Minutes for students		Minimum of 20 min with A,B,C together on a Zoom each period	Minimum of 20 min with A,B,C together on a Zoom each period	Additional 30 min/ of asynchronous work is assigned for A,B,C	Minimum of 20 min with A,B,C together on a Zoom each period	Minimum of 20 min with A,B,C together on a Zoom each period



A Day-in-the-Life 11th Grade Example

Group A/B: At-Home/Remote Day

In Preparation

- I prepare my materials and work space.
- I access my assignments and other teacher expectations for the week via NEO.

School Day

- Beginning at 9:00am, I log in to my English class for 20 minutes and the teacher introduces a unit on persuasive writing to the class. I complete research associated with the my chosen persuasive essay topic and upload my research notes to my writer's portfolio in NEO.

- I have a 15-minute break between my morning classes.

- Beginning at 10:35am, I log into my 2nd period Biology class to review the structure we are using for our lab reports before completing assigned reading and uploading notes to NEO.

Lunch: I have a 45-minute lunch which is long enough for me to eat and have an appointment with my counselor about a college application workshop.

- I have AP Spanish 3rd period and we are collaborating virtually in small groups on a script for a mock TV commercial. We record and share our commercial with the class as whole during the last half of class.

After School

- I am able to participate in drumline practice on campus.

Create Schedules--High School

High School Hybrid Schedule						
	Bell Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Inst. Minutes	8:00 - 8:55			All Zoom	Staff Mtg/ PLC 8 - 8:50	
80 min In-Person	(7:30 - 8:50)	(Period 0 A B/C on Zoom)	(Period 0B A/C on Zoom)	8:15-8:45 (0) 9:00-9:30 (1) 9:45-10:15 (2) 10:30-11:00 (3) 11:15-11:45 (4)	(Period 0 A B/C on Zoom)	(Period 0B A/C on Zoom)
80 min In-Person	9:00 - 10:20	Period 1A B/C on Zoom	Period 1B A/C on Zoom		Period 1A B/C on Zoom	Period 1B A/C on Zoom
	10:20 - 10:35	Passing Period			Passing Period	
80 min In-Person	10:35 - 11:55	Period 2A B/C on Zoom	Period 2B A/C on Zoom		Period 2A B/C on Zoom	Period 2B A/C on Zoom
45 min Lunch	11:55-12:40	Lunch				
80 min In-Person	12:40 - 2:00	Period 3A B/C on Zoom	Period 3B A/C on Zoom	Learning Support/Co- Curricular Opportunities	Period 3A B/C on Zoom	Period 3B A/C on Zoom
	2:00 -2:15	Passing Period			Passing Period	
80 min In-Person	2:15 - 3:35	Period 4A B/C on Zoom	Period 4B A/C on Zoom		Period 4A B/C on Zoom	Period 4B A/C on Zoom
Total Daily Instructional Minutes for students		Minimum of 20 min with A,B,C together on a Zoom each period	Minimum of 20 min with A,B,C together on a Zoom each period	Additional 50 min/clear of asynchronous work is assigned for A,B,C	Minimum of 20 min with A,B,C together on a Zoom each period	Minimum of 20 min with A,B,C together on a Zoom each period



Any parent or teacher who believes a student would benefit from behavioral or mental health services should make a referral to:

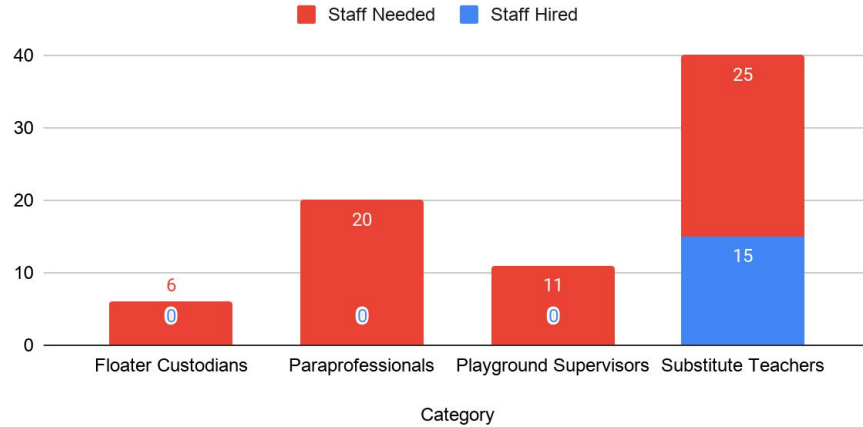
- School administrator
- School counselor

Hiring Update

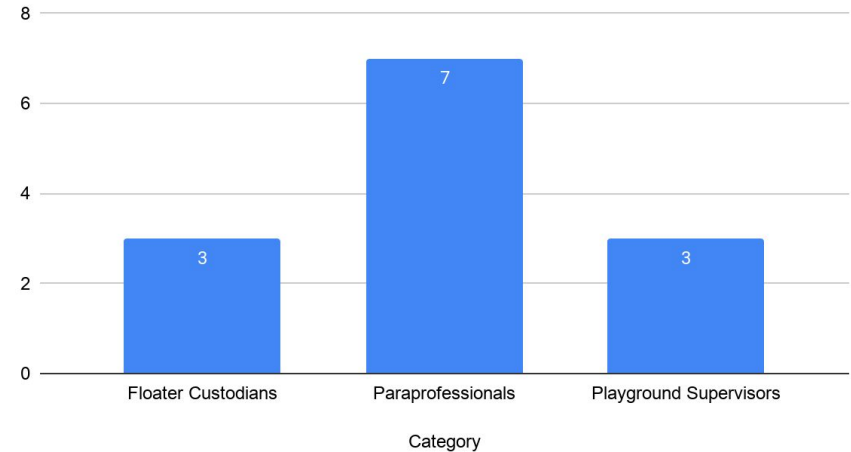


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What is the status of hiring additional staff needed to support hybrid learning?

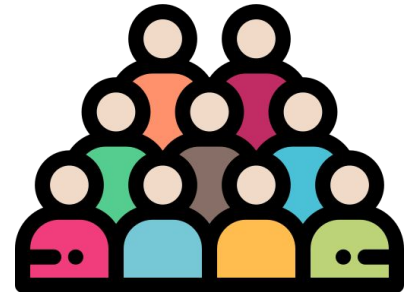
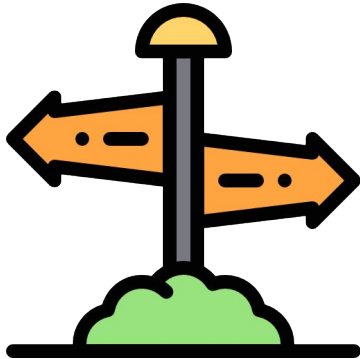


How many applicants do we have for these open positions?



School Site Re-Entry Advisory Teams

- Provide guidance and strategic input to school site plans during the COVID pandemic and the reopening of schools.
- Composed of all stakeholders: Administrators, Teachers, Classified, Parents & Students
- Meeting weekly or bi-monthly on topics such as hybrid plans, safety procedures, orientations
- Serve as ambassadors with the school community



Principal Communication Campaign

Parents/Families

- Webinars\Videos
- FAQs
- “Coffee” with Principal
- Information Sessions
- Principal Zoom Chats
- Parent Square Messages
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)

Students

- All Student Webinars
- Grade-specific webinars (Freshman, Sophomore, Junior, Senior)
- Student Q & As

Staff:

- Staff Meetings
- School Leadership Team Meetings
- Office Hours for Staff
- Regular Staff updates

